Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution(s) | Kennesaw State University |
| Applicant name | Tamara Powell |
| Applicant email | [Tpowel25@kennesaw.edu](mailto:Tpowel25@kennesaw.edu) |
| Applicant position/title | Director, Kennesaw State University Radow College of Humanities and Social Sciences Office of Digital Education and Professor of English |
| Submitter name | Tamara Powell |
| Submitter email | Tpowel25@kennesaw.edu |
| Submitter position/title | Director, Kennesaw State University Radow College of Humanities and Social Sciences Office of Digital Education and Professor of English |

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| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1  Project Manager/Project Lead | Tamara Powell | [Tpowel25@kennesaw.edu](mailto:Tpowel25@kennesaw.edu) |
| Team member 2  Data Manager | Jeanne Bohannon | [jbohan12@kennesaw.edu](mailto:jbohan12@kennesaw.edu) |
| Team member 3  Subject Matter Expert (SME) | Constance Briggs | [cbriggs5@kennesaw.edu](mailto:bgravit3@kennesaw.edu) |
| Team member 4  Subject Matter Expert (SME) | Keaton Lamle | [klamle@kennesaw.edu](mailto:Pcarte13@kennesaw.edu) |
| Team member 5  Instructional Designer | Patrick Carter | Pcarte13@kennesaw.edu |
| Team member 6  Part Time Faculty Member | Emani Collins | ecolli35@kennesaw.edu |

If you have any more team members to add, please enter their names and email addresses in the text box below.

|  |
| --- |
| Student Assistants: Elly Sloman, [esloman@students.kennesaw.edu](mailto:esloman@students.kennesaw.edu), Aiden Reichner, areichner@students.kennesaw.edu |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:*   * *Collaborative Projects with Professional Support* * *Student Participation in Materials Evaluation and/or Development* |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | *$28,000* |
| Final Semester of Project | *Fall 2022* |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *Yes as supplemental texts* |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | ENGLISH 1101: Composition I |
| N/A | Course instructors |  |
| 1 | Average number of students enrolled per section | 26 |
| 2 | Average number of affected course sections scheduled in a summer semester | 9 (These numbers reflect not the total number of ENGL 1101 hybrids offered at KSU in the named semester but the average number of sections assigned to new part time and limited term hires at the beginning of each semester. Data was gathered from all part time and limited term faculty teaching 1101 for three semesters.) |
| 3 | Average number of affected course sections scheduled in a fall semester | 105 (This course will also be piloted fall 2022 by Keaton Lamle and Constance Briggs.) |
| 4 | Average number of affected course sections scheduled in a spring semester | 40 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 154 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 4,004 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Chosen from an approved list; average cost for ENGL 1101 handbook: $79.00; average cost for ENGL 1101 rhetoric: $58.00  Textbook List attached |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $137 |
| 9 | Average post-project cost per student section enrollment | $36.00 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $101 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $404,404 |

Please note that the ENGL 1101 hybrid template course will not be required in the department except to new part time and limited term hires assigned ENGL 1101 hybrid courses. We expect that part time faculty and limited term faculty will use the template course the most. All faculty in the department will be invited to use it, and we have had interest from faculty at various levels. The data above was gathered based on all part timers and limited term faculty teaching hybrid ENGL 1101 for the spring 2021 semester (spring numbers), the summer 2021 semester (summer numbers), and then fall 2020 and fall 2021 averaged (fall numbers).

# Narrative Section

## 1. Project Goals

*Goals for a Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.*

## The Low-Cost ENGL 1101 (Composition 1) Hybrid Design Project will save students 73% on their course materials by providing them with low-cost course materials and adaptive learning resources[[1]](#endnote-2) in a course design that uses research-based, digital strategies to support student success in this gateway course and in future academic writing situations. All participants in the project will have successfully completed the [“Student Success Workshop”](https://alg.manifoldapp.org/projects/student-success-workshop) hosted on OpenALG.

The Low-Cost ENGL 1101 Hybrid Design Project will involve two student assistants to provide student perspectives on the pedagogical transformations implemented to ensure the course is relevant, appealing, engaging, motivating, and useful. These students will also provide usability and accessibility support.

The Low-Cost ENGL 1101 Hybrid Design Project will involve a part time faculty member to provide insight into the course design to ensure that it is helpful to facilitators and includes all the tools one needs to successfully facilitate the course.

The Low-Cost ENGL 1101 Hybrid Design Project includes a team of faculty with pedagogical expertise in adaptive, digital learning sciences, who are our subject matter experts. The team also includes an instructional designer who will create interactive and engaging course materials to support active learning and additional support for mastery of threshold concepts.

The Low-Cost ENGL 1101 Hybrid Design Project will also make the course materials and assignments available outside of D2L so that persons across the globe can make use of the course materials with or without the use of the low-cost *Everyday Writer/Achieve* textbook. Supplemental OpenStax resources are available in this project that can be used to run a no cost version of this course. We are creating the materials in SoftChalk so that we can easily host it on the web. And we will also host it on Manifold through Affordable Learning Georgia.

The Low-Cost ENGL 1101 Hybrid Design Project will provide data on student usage, needs, improvement, and metacognitive learning factors to help evaluate the success of this project and support increased success among students in gateway writing courses.

The Low-Cost ENGL 1101 Hybrid Design Project provides a template course for all late-hire part time faculty to ensure all students receive quality educational experiences in hybrid English 1101 courses at KSU. The course will also be provided as an OER option for any faculty colleagues teaching hybrid English 1101 courses at KSU.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

*A description of the current state of the course, department, and/or institution if relevant.*

*An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

With this project, the team hopes to achieve a series of learning goals that KSU has sought for several years through such initiatives as Momentum Year and Complete College Georgia. Because it is a gateway course with DFWI rates that can sometimes be above 25% in hybrid modalities, English 1101 has a unique and significant role in every student’s retention, progress, and graduation. At KSU, incoming classes top 9,000 in enrollment. And almost all of those students take English 1101. Further, because incoming first-year student enrollments vary from semester to semester, it is impossible to know how many sections are needed ahead of time. For this reason, often, the English department must hire part time and limited-term faculty at the last minute each semester to meet student demand for English 1101. Many students take hybrid courses at KSU; in Fall 2021, we offered 173 hybrid sections of English 1101, which represents 67% of all English 1101 sections offered for Fall 2021. Due to physical space constraints, these numbers have steadily increased in both pre- and post-pandemic environments. A key challenge with offering this many hybrid courses that also must be ADA compliant, is that part-time faculty hired at the last minute may have no training in creating successful hybrid courses and no access to the D2L learning management system until a week into the semester. The Low-Cost ENGL 1101 Hybrid Design project alleviates that pain point.

Our project also answers a University mandate with innovative learning science techniques. In summer of 2021, KSU Curriculum and Academic Innovation in Academic Affairs mandated a review process by which all online and hybrid courses would meet federal standards for accessibility and engagement. In the Radow College of Humanities and Social Sciences, 1000-level courses were mandated to meet standards before fall 2022. In this situation, hiring part timers at the last minute with no template (formerly known as master) course available was no longer possible. The Low Cost ENGL 1101 Hybrid Design Project team met to design a hybrid 1101 template course and wanted to create a high quality template course with low cost materials, copious student success features, and data-gathering capability. We also wanted the course to function as a sort of training course for faculty who may not be familiar with hybrid best practices. The course would also meet federal guidelines for accessibility and engagement. Finally, the course would be designed to be “shovel ready” for new hires with features to make it easy to teach successfully:

* a facilitator guide,
* lecture and reminder guides for face to face days, and
* engaging and interactive online activities that minimize time consuming discussion board grading but provide opportunities for students to interact with the content, especially threshold concepts, with relevant and instant feedback.

In addition, we want to make this project available in D2L for KSU faculty but also available outside D2L to share the deliverable globally. Materials will be created using SoftChalk and Articulate so that they are functional inside or outside of D2L. They will be hosted on Manifold, as well.

In addition to the department need this project is serving, this project will also allow students to save 73% on their course materials. While, as mentioned above, this project will add student success features to the online components of the course to support student learning, the cost savings by themselves are strong student success features. A very recent study “of 215 community college students enrolled in online, introductory courses” supported the research that OERs promote completion and retention (Bol et al 17). Bol et al found that students in OER sections of an online Introduction to Communication course were 34% more successful than their counterparts in non-OER sections (21). Persistence rates (students finishing the course) were 40% higher for students in the OER sections (22) and their exam scores were slightly higher (23). This study supports findings in other studies that show that OERs support student success, retention, completion, satisfaction, and learning outcomes. Through this project, we will provide these advantages to KSU students in ENGL 1101 hybrid sections. Our hope is that increased satisfaction and success in an introductory writing course will support strong student writing throughout the college careers of our students. This improved skill set will lead to better performance in all courses, higher graduation rates, and better career outcomes.

Bol, Linda, et al. “A Comparison of Academic Outcomes in Courses Taught With Open Educational Resources and Publisher Content.” *Educational Researcher*, vol. 51, no. 1, Jan. 2022, pp. 17–26. EBSCOhost, doi.org/10.3102/0013189X211052563.

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*
* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*
* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible.*
* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*
* *The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

Curriculum alignment: It is important to note that course content will align to the Program Guidelines for First-Year Composition at KSU (attached). All content will also meet the standards of the KSU Course Quality checklists for hybrid and template courses (attached).

| *Task* | *Actor* | *Hours* | *Start and End Date* | *Other* |
| --- | --- | --- | --- | --- |
| *Attend kick off meeting* | *Jeanne Law-Bohannon, Tammy Powell, Keaton Lamle, Constance Briggs, Patrick Carter, Elly Sloman, and Aiden Reichner* | *3* | *March 25, 2022* | *Team will attend the meeting to better understand expectations and processes regarding the ALG grant (if awarded).* |
| *Set up project management plan in MS Office on Teams.* | *Jeanne Law-Bohannon, Tammy Powell, Patrick Carter, Keaton Lamle, Constance Briggs, Emani Collins, Elly Sloman, and Aiden Reichner* | *10* | *May 12-May 18, 2022* | *Jeanne, Patrick, and Tammy will set up the project management plan and calendar and add team members to the project.* |
| *Inventory current contents. Create a detailed course map. This map will include module names and contents, readings, and activities and assessments that will be included in this project.* | *Keaton Lamle and Constance Briggs* | *30* | *May 18-May 25, 2022* | *Curriculum alignment: All course content will align to the Program Guidelines for First-Year Composition at KSU (attached).* *This product will be available in a Word document under CC-BY. Tammy will ensure the document is accessible, and she will include it in the final version of the developed materials as a reference for users/adopters.* |
| *Create a shared SoftChalk folder for the project and share with the Team* | *Tammy Powell* | *1* | *May 25, 2022* | *This step will aid in project management and allow the team to collaborate.* |
| *Jeanne and Keaton and Constance collaborate with Patrick, Emani, and the students in identifying and storyboarding interactive activities to be added to the course materials.* | *Jeanne and Keaton, Constance, Emani, Patrick, Elly, and Aiden* | *15* | *May 25-June 1, 2022* | *Emani Collins will join as able and provide input for ways to improve the course facilitation and adoption by adoptees. Elly and Aiden will observe and provide input into what activities would best encourage students and motivate them. The storyboard and plan will be included with the final grant materials and will be licensed CC-BY.* |
| *Keaton and Constance collaborate with Patrick regarding moving non-SoftChalk materials (Word documents, assignments, assessments, quizzes) out of D2L and into SoftChalk or SoftChalk-compatible formats.* | *Keaton, Constance, Patrick* | *5* | *June 1-3, 2022* | *Materials currently in D2L are not accessible outside of D2L. We want the materials to be available globally, so we need to move the content, assessments, and assignments outside of D2L. Patrick’s technological expertise and experience particularly with MS forms will assist in making sure the project flows smoothly and the materials are moved without losing the ability to teach and engage learners. All materials will be licensed CC-BY.* |
| *Patrick, Keaton, and Constance create units 1-6 in the SoftChalk following the course map generated in a previous step.* | *Patrick, Keaton, Constance* | *36 hours* | *June 6-20, 2022* | *Patrick, Keaton, and Constance will go through the course contents and update materials and identify where transformed assignments and activities will reside. Keaton and Constance will provide content suggestions (including PowerPoints, activity guides, and handouts when appropriate) for the face to face days so that facilitators who adopt the course will be supported in delivering high quality and relevant face to face content, as well. All revised contents will be licensed CC-BY.* |
| *Tammy, Elly, and Aiden begin accessibility checks on units 1-6.* | *Tammy Powell* | *36 hours* | *June 20-June 27, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy including html files, Word documents, pdfs, audio files and video files. Elly and Aiden will assist as they are available and able. Aiden and Elly will clean up any captioning. All revised contents will be licensed CC-BY.* |
| *Patrick, Keaton, and Constance create units 7-12 in the SoftChalk using the course map created in a previous step.* | *Patrick, Keaton, Constance* | *36 hours* | *June 21-July 12, 2022* | *Patrick, Keaton, and Constance will go through the course contents and update materials and identify where transformed assignments and activities will reside. Keaton and Constance will provide content suggestions (including PowerPoints, activity guides, and handouts when appropriate) for the face to face days so that facilitators who adopt the course will be supported in delivering high quality and relevant face to face content, as well. All revised contents will be licensed CC-BY.* |
| *Tammy ensures accessibility units 7-12* | *Tammy Powell* | *36 hours* | *June 28-July 12, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy. Elly and Aiden will assist as they are able and available. They will be in charge of captioning, specifically. All revised contents will be licensed CC-BY.* |
| *Jeanne and Tammy, in consultation with Emani, create a facilitator guide* | *Jeanne Law-Bohannon, Tammy Powell, part time facilitator TBA* | *16 hours* | *July 12-15, 2022* | *Jeanne and Tammy will create a facilitator guide for the new hybrid course that includes instructions to adopters regarding how to personalize the syllabus and “Start Here” course materials and tutorials for D2L and creating welcome videos. The facilitator guide will also have important dates for the facilitator to note in planning the semester, a guide to using D2L’s announcements and intelligent agents features to promote student success, and opportunities for feedback on the course and support for teaching it. Emani will review the guide and suggest improvements, which will be incorporated into the final draft. The facilitator’s document will be will be licensed CC-BY.* |
| *Patrick, Keaton, and Constance create units 13-16 in the SoftChalk. Patrick and the SMEs will also create the “Start Here” module to ensure students get off to a successful start in the course.* | *Patrick, Keaton, Constance* | *36 hours* | *July 15-July 29, 2022* | *Patrick, Keaton, and Constance will go through the course contents and update materials and identify where transformed assignments and activities will reside. Keaton and Constance will provide content suggestions (including PowerPoints, activity guides, and handouts when appropriate) for the face to face days so that facilitators who adopt the course will be supported in delivering high quality and relevant face to face content, as well. All revised contents will be licensed CC-BY.* |
| *Jeanne and Tammy begin creating interactive assessments and activities, including ones in SoftChalk compatible formats. Patrick works on Articulate. Elly and Aiden will assist as they are able.* | *Jeanne, Tammy, Patrick, Elly, Aiden* | *20 hours* | *August 1-5, 2022* | *Jeanne and Tammy will create materials using Microsoft tools, Hot Potatoes, Miro, and other freely available tools. Patrick will use Articulate. Jeanne and Tammy will coordinate efforts on Elly and Aiden’s part. All materials will be licensed CC-BY.* |
| *Emani reviews the course.* | *Emani* | *6 hours* | *August 2-10, 2022* | *Emani reviews the course so far and makes any suggestions for improved organization for easier facilitation by adopters.* |
| *Patrick reviews the course using the KSU Course Quality Hybrid Checklist* | *Patrick Carter* | *5 hours* | *August 10, 2022* | *Patrick will coordinate with Tammy, Keaton, Constance, Aiden, and Elly to make any necessary changes quickly.* |
| *Tammy reviews the course using the KSU Course Quality Template Checklist* | *Tammy Powell* | *5 hours* | *August 10, 2022* | *Tammy will coordinate with Patrick, Keaton, Constance, Aiden, and Elly to make any necessary changes quickly.* |
| *First Day of Classes, August 15, 2022* | *Jeanne, Tammy, Keaton, Constance, Patrick, Emani, Elly, and Aiden* |  |  | *The template is ready to go with minor changes implemented on the later modules. The template will be loaded into faculty D2L shells, and they will be able to add their name and contact information. The course is ready to begin. Keaton and Constance will pilot the course, along with all newly hired part timers and limited term faculty (an estimated 105 sections enrolling an estimated total of 2,730 students in fall 2022).* |
| *Data collection and analysis and continuous improvement report to show proof of concept* | *Jeanne* |  | *August 15-December 12, 2022* | *Jeanne will create, distribute, and analyze course experience data for assessment* |
| *Second week of classes, August 22, 2022. Check in with faculty adoptees to make sure things are going as they should and see if there are any questions.* | *Jeanne and Tammy* | *8 hours* | *August 22-24, 2022* | *We will have a survey in place in the facilitator guide for week 2 wherein we ask faculty to give us feedback on the course design so far and reach out to us with any questions. We also will email all adoptees directly to see if they need any support at this time. This survey will go through the KSU IRB process. This survey will be included in the final report and be licensed cc-by.* |
| *Jeanne and Tammy will spot check and tweak the course design in response to any feedback* | *Jeanne and Tammy* | *5+ hours throughout the semester* | *August 24-December 5, 2022* | *Jeanne and Tammy will respond to adoptee feedback throughout the semester. Small improvements that will not affect the running of the course will be pushed out in emails to the adoptees and added to the template. Larger improvements will be made to the template to be implemented the following semester. These updates will also be pushed out to the publicly available materials.* |
| *Survey the faculty adopting and facilitating the course for feedback.* | *Tammy* | *3 hours* | *November 29, 2022* | *Tammy will create a survey and distribute it to the faculty who have adopted the course on November 29, 2022 (the last day to withdraw from classes at KSU). The survey will ask adoptees about the experience facilitating the template and will ask for feedback regarding how the template and facilitation experience could be improved. The survey will go through the KSU IRB process. The survey will by licensed cc-by and included with the final grant materials.* |
| *Survey the students taking the course for feedback.* | *Tammy* | *3 hours* | *November 29, 2022* | *Tammy will create a survey and distribute it to students enrolled in the courses using the template. This survey will be released on November 29, 2022 (the last day to withdraw from classes at KSU). The survey will ask students about their experiences in the course and will ask for feedback regarding how the course experience could be improved. The questions will be focused on course design (adoption of low cost course materials and student success elements in the course), not facilitator information. The survey will be delivered through the templates and collected in all together to maintain anonymity of the students and facilitators. The survey will go through the KSU IRB process. The survey will be licensed cc-by and included with the final grant materials.* |
| *Jeanne and Tammy pull together data from the three sources: the* Achieve *software, the survey of faculty facilitators, and the survey of students.* | *Jeanne and Tammy* | *December 12-16, 2022* | *8 hours* | *Jeanne and Tammy will collect all the data, organize it, and analyze it to assess the success of the project, find places in need of improvement, and write the final report.* |
| *Tammy writes the final report.* | *Tammy* | *3 hours* | *December 19, 2022* | *Tammy will review and submit the final report for the grant.* |

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

* *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*
* *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution’s IRB functions differently, and teams will need to know how their institution’s IRB evaluates and approves of institutional research.*

Student success at the course level is a mixed methods enterprise, with DFWI rates and percentage of grades above “C” being key quantitative measures. Of equal importance is qualitative data, often measured through student surveys, interviews, and student evaluations that provide a deeper dive into students’ learning and engagement experiences.

In terms of faculty experiences to measure satisfaction with a best practice course design, data can take the form of surveys and focus groups.

Foundational to both student and faculty qualitative data reporting is a transparent, analytical process in which our team will conduct three interventions, combining surveys/interview/focus groups in which we assess the efficacy of the course design, pacing, and assignment structure through the lens of continuous improvement. All data collection and analysis is intended for course assessment.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

| Major Milestone | Event | Deadline |
| --- | --- | --- |
| Receive Grant | Receive notification (prior to March 25, 2022), then attend kick off meeting | March 25, 2022 |
| Set up project management plan | Set up project and project management plan on MS Teams. | May 18, 2022 |
| Create Course Map | Inventory current course contents from SMEs and organize the template course. This is probably the hardest and most important part of the project. | May 25, 2022 |
| Create a shared SoftChalk folder for the team | The course materials will be moved to/built in SoftChalk for easy export to Manifold. | March 25, 2022 |
| Storyboard interactive activities to be added to the course | Hybrid English 1101 courses often rely heavily on discussion boards. This template course will replace some (not all) of those discussions with student-content interaction and engagement to support structured student learning, address, threshold concepts, and to help take some of the grading burden off template facilitators. Student assistants will provide feedback on the activities to be added. | June 1, 2022 |
| Move materials that are currently not in SoftChalk into SoftChalk or compatible formats. | The course materials will be moved to/built in SoftChalk for easy export to Manifold. | June 3, 2022 |
| Create units (modules) 1-6 of the course. | The course will be organized in weekly modules/units and created according to the agreed upon plan as illustrated in the course map. | June 20, 2022 |
| Accessibility checks of modules 1-6. | After creation, all materials will be checked for accessibility and made accessible if not currently so. | June 27, 2022 |
| Create units (modules) 7-12 of the course. | The course will be organized in weekly modules/units and created according to the agreed upon plan as illustrated in the course map. | July 12, 2022 |
| Accessibility checks of modules 7-12. | After creation, all materials will be checked for accessibility and made accessible if not currently so. | July 12, 2022 |
| Facilitator guide created | Every template course at KSU must include a facilitator guide that includes 1) what information to change in the course when the facilitator adopts it, 2) important dates to keep in mind and what to do on those dates, 3) how-to information regarding any software processes that the facilitator needs to undertake, and 4) any optional or additional materials or instructions the facilitator might need. | July 15, 2022 |
| Create units (modules) 13-16 and the “Start Here” section of the course. | The course will be organized in weekly modules/units and created according to the agreed upon plan as illustrated in the course map. | July 29, 2022 |
| Create interactive assessments and activities. | Interactive assessments and activities will be created with a variety of engaging tools and according to the storyboard plan in a previous step. | August 5, 2022 |
| Part time faculty member consultant reviews the course. | Because this course is designed for part time faculty to adopt, we wanted to include a part time faculty member to consult in this project and provide feedback on the development. | August 10, 2022 |
| Review of the course using the KSU Course Quality Hybrid Checklist | All hybrid courses offered in the Radow College of Humanities and Social Sciences at KSU must meet standards on the KSU Course Quality Hybrid Checklist. Recommended changes will be made to the course. | August 10, 2022 |
| Review of the course using the KSU Course Quality Template Checklist | All hybrid courses offered in the Radow College of Humanities and Social Sciences at KSU must meet standards on the KSU Course Quality Template Checklist. Recommended changes will be made to the course. | August 10, 2022 |
| First Day of Classes | The template will be loaded into faculty course shells | August 15, 2022 (earlier if possible) |
| Data collection | Data collection occurs throughout the first semester of implementation | August 15-December 12, 2022 |
| Final report | The final report will be written on the project and will include the data collected. | December 19, 2022 |

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

|  |  |  |
| --- | --- | --- |
| Tamara Powell | $5,000 | Travel and conference registration (we plan to present on the project at Open Educa Berlin in November 2022) |
| Jeanne Law-Bohannon | $5,000 | Travel and conference registration (we plan to present on the project at Open Educa Berlin in November 2022) |
| Patrick Carter | $5,000 | Stipend/travel and conference registration |
| Constance Briggs | $5,000 | Stipend/travel and conference registration |
| Keaton Lamle | $5,000 | Stipend/travel and conference registration |
| Emani Collins | $1,000 | Stipend |
| Elly Sloman | $1,000 | Stipend |
| Aiden Reichner | $1,000 | Stipend |
| Total | $28,000 | Stipends and travel and conference registration |

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*

## 7. Sustainability Plan

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

All course content created in this project will align to the Program Guidelines for First-Year Composition at KSU (attached). The course will be reviewed and updated every year. Our goal is to build a template course that is easy to maintain and only requires minor updates each semester to accommodate broken links and software updates. For this reason, topics and readings will be chosen not only to accommodate a wide audience but also to be suitable for a long period of time.

In order to remain in compliance with the new (as of spring 2022) requirements with regard to hybrid course quality, the department must create and maintain a template ENGL 1101 to support the hiring of part timers. For this reason, this project will be used and kept current for the foreseeable future. More course sections will be added as the need for additional sections grows. Also, it’s important to note that this template is not limited to use by part timers, and full time faculty who may be assigned hybrid ENGL 1101 courses have expressed interest in using it, as well.

As the reviewers can see, this project is designed to generate a great deal of data to help support facilitator satisfaction with the course and to support student success. We will submit a proposal to share information on the course design, development, and implementation with attendees at Online EDUCA Berlin in November 2022. We also plan to take feedback we glean from that presentation and use it to write at least one scholarly article on the impact of OERs to be submitted to *Open Praxis* for publication.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| *Dr. John Havard* |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

|  |
| --- |
| *Ms. Renita Wiley*  *Director, Sponsored Programs Administration, Office of Research* |

According to Educause, “adaptive learning is one technique for providing personalized learning, which aims to provide efficient, effective, and customized learning paths to engage each student. Adaptive learning systems use a data-driven approach to adjust the path and pace of learning, enabling the delivery of personalized learning at scale. Adaptive systems can support changes in the role of faculty, enable innovative teaching practices, and incorporate a variety of content formats to support students according to their learning needs.”

<https://library.educause.edu/resources/2017/1/7-things-you-should-know-about-adaptive-learning>

Appendices follow.

1. # APPENDIX 1: First Year Composition Textbook Choices

   **Textbook FYC AY 21-22**

   **Note: Less than $40.00 for course counts as low-cost**

   Handbooks for 1101 and 1102

   |  |  |
   | --- | --- |
   | Hacker and Sommers, *A Writer's Reference*, 10th ed. w/exercises Bedford/St. Martins: 9781319191887 (only edition available for desk copies) | **$89.40/37.99 e-book only** |
   | Hacker, Sommers, and Barnhart *writershelp.com*, No current ISBN available | **NA** |
   | Howard, *Writing Matters*, 3rd ed.McGraw-Hill, 978-1260166446. This is now a spiral-bound, tabbed version | **$92.30/50.00 e-book only** |
   | Lunsford, *Everyone’s an Author,* 9780393617450,  w/Readings, 9780393617467 | **$70.65/**  **$38.00 e-book only** |
   | Lunsford, *Everyday Writer*, 7th Edition 9781319102678 or  7th Edition w/ Exercises, 9781319102715. Both w/Achieve.  \*\*\*with Brief Rhetoric\*\*\*  \*\*\*Achieve contains space for instructor-provided content | **66.65/Day 1 Access with Achieve and e-book: $35.12** |

   Rhetorics for 1101

   |  |  |
   | --- | --- |
   | Clark, *Praxis, A Brief Rhetoric,* 3rd Edition, Fountainhead Press, 978-1-59871-950-5. | **$57.57/44.99 e-book only** |
   | Faigley & Selzer, *Good Reasons,* 7th ed. Pearson 978-0134392868  Edition with Readings, 7th Ed. 978-0134392875 | **$35.00**  **$49.00** |
   | Jack, Pryal, *How Writing Works with Readings, A Guide to Composing Genres,* Oxford, 9780199859849 | **$77.95/41.48 e-book only** |
   | Losh, Alexander, Cannon & Cannon, *Understanding Rhetoric, A Graphic Guide to Writing,* Bedford, 3rd Ed. 9781319244996 | **$62.99/$32.99 e-book only** |
   | Lunsford & Ruskiewicz, *Everything’s an Argument,* 8th ed. (w/2016 MLA Updates) Bedford/ St. Martins, 978-1319056278  Edition with Readings: 978-1319056261 | **$70.65/**  **$37.99 e-book** |
   | Nicotra, Jodie, *Becoming Rhetorical,* Cengage Publishers, 978-1-305-95677-3  e-book & Mindtap: 9781337554190 | **$72.10/39.99 e-book w/ Mindtap** |

   Rhetorics for 1102

   |  |  |
   | --- | --- |
   | Ballenger, *The Curious Researcher,* 9th ed. Pearson, 978-0134498263. | **$84.00/45.72 DAY 1 Access-book only** |
   | Bulloch, *The Norton Field Guide to Writing*, 5th ed. Norton, 978-0393655773.  Also reader version, 978-0393655780. | **$57.70** |
   | Greene and Lidinsky, *From Inquiry to Academic Writing: A Practical Guide,*  5th ed. Bedford/St. Martins, 978-1319244040  Also *From Inquiry to Academic Writing: A Text and Reader*, 5th ed. 978-1319244019 | **$48.30/**  **$30.99 e-book with Achieve** |
   | Palmquist, *Joining the Conversation,* 4th ed. Bedford, 9781319361488. | **$96.30/40.00 e-book only** |
   | Palmquist, *The Bedford Researcher*, 7th ed. Bedford/St. Martins, 978-1319245078. | **$68.50/$35.00 e-book only** |

   Supplement

   |  |  |
   | --- | --- |
   | Graff and Birkenstein, *They Say, I Say*: *The Moves That Matter in Academic Writing*, 4th ed. Norton, 978-0393631678.  *They Say, I Say with Readings,* 4th ed. 978-0393631685. (Available 6/18) | **28.20/52.55 w/ Access** |
   | Writing Spaces: Readings On Writing  OER: https://writingspaces.org/ | **OER** |

   # 

   # APPENDIX 2: First Year Composition Program Guidelines

   # **FYC Program Pathways: Alignment and Consistency for 1101 and 1102**

   ## **Overview**

   The following major assignments for ENGL 1101 and 1102 will help generate consistent language and engender alignment across the FYC program at KSU. In creating these assignment structures, FYC faculty working groups have considered multiple stakeholders, including: students, colleagues, and administration (in this case USG) – in that order. Moreover, the working groups created these assignment sequences in consultation with FYC faculty at KSU and after careful consideration of faculty syllabi and best practices comparator and aspirational institutions. Adopting these frameworks in our classrooms will ensure that students have consistent and transferrable learning experiences in FYC, that our colleagues have creative license to innovate in their classes, and that administration has necessary metrics against which we can map student learning.

   For our work, we delineate differences between **types** of assignment and actual assignments themselves. The **type** of assignment should be overarching and not include specific instructions or rubrics. For example, an “analysis” (see 1101 section below) is a “type” or “genre” of writing. An instructor’s assignment that aligns to that type might be framed as a multimodal text, may be an essay that asks a student to consider how an author approaches purpose/audience/style/context, or it may even be a deep dive into a social issue that has been written about across publication contexts. Whatever the assignment looks like in form and function, as long as it meets the criteria to be considered an analysis, then it is aligned appropriately.

   As we develop a programmatic future that aligns with trends in the field of FYC, comparator and aspirational institutions, and USG expectations, it’s important to remember that this is a “living document.” Program growth requires that we retain flexibility to revise this document as trends in the field change, as we situate ourselves uniquely within the USG, and as we consider KSU as a model for embracing best practice trends in the field. For now, these assignment **types** will be implemented in the **Fall 2021.**

   ## **Guiding Principles for Use of These Assignments in the Classroom**

   1. We will have a genre/type based assignment sequence in FYC going forward so that our students, faculty, and other stakeholders can expect consistency of learning as well as local, sustainable, and measurable data that shows student success.
   2. We will have a syllabus style/template that gives faculty the freedom to determine percentages for major assignments, the actual assignments they can align to the required **types** for each gateway course, their texts of choice selected from the current FYC approved list, and scaffolding/pacing of their course.
   3. These are major assignment types only; three (3) major assignments per course
   4. Low-stakes and scaffolded work, as well as day-to-day lesson plans are left up to individual instructors
   5. Assignments aligned with these types need not be traditional papers (though they very well may be). While writing will be an important component of any major assignment, the final product may take the form of alternative media or be multimodal in accordance with the instructor’s course structure and pedagogy.

   ## **Brief Overview of Course Assignments**

   Every section of our FYC courses will align with the relevant major assignment sequences below. More details on each are provided in the following section. Sample assignments and syllabi from colleagues, TILTed resources, and examples of rubrics are located in the FYC D2L portal.

   ENGL 1101

   1. Narrative/Reflective Assignment
   2. Analysis Assignment
   3. Argument Assignment

   ENGL 1102

   1. Research Review/Annotated Bibliography
   2. “First Look” Research-based Assignment
   3. Research Project

   ## **Detailed Overview of Course Structures, Learning Outcomes, and Assignment Descriptions**

   ### ENGL 1101

   #### English 1101 Course Description

   English 1101 focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. Also includes introductory use of a variety of research skills.

   #### English 1101 Course Outcomes

   Upon completion of English 1101, students will be able to…

   1. Practice writing in situations where print and/or electronic texts are used, examining why and how people choose to write using different technologies.
   2. Interpret the explicit and implicit arguments of multiple styles of writing from diverse perspectives.
   3. Practice the social aspects of the writing process by critiquing your own work and the work of your colleagues.
   4. Analyze how style, audience, social context, and purpose shape your writing in electronic and print spaces.
   5. Craft diverse types of texts to extend your thinking and writerly voice across styles, audiences, and purposes.

   #### Major Aligned Assignments

   1. **Narrative/Reflective Assignment:** a narrative assignment asks students to write through a *story* or a *history* (or both). This could take the form of a reflection. Chronology is a synonym here as well.

   **Sample assignments include but are not limited to:**

   * + Personal narrative
     + Collage/multi-genre narrative
     + Literacy narrative/digital literacy narrative
     + “This I Believe” assignment
     + Transition narrative (into college or another important transition)
     + Family history
     + History of a profession or work narrative
     + Reflective portfolio cover letter
   1. **Analysis Assignment:** an analysis assignment asks students to break some object of study into its component parts and examine those parts carefully to come to a better understanding of the whole.

   **Sample assignments include but are not limited to:**

   * + Rhetorical analysis
     + Genre analysis/comparative genre analysis
     + Audience analysis/kairotic analysis/rhetorical situation analysis
     + Stakeholder analysis
     + Text in context analysis
     + Pattern + interpretation
     + Conceptual lens/interpretive lens analysis
   1. **Argument Assignment:** an argument assignment includes persuasion as an explicit goal. Persuasion can be broadly conceived; this assignment need not involve taking a stand on a controversial issue (though it may).

   **Sample assignments include but are not limited to:**

   * + Persuasive assignment
     + A specific argument method: Rogerian, Toulmin, etc
     + Causal argument
     + Definition argument
     + Op-ed (or another “public” argumentative genre)
     + Joining the conversation or they say/I say essay

   ### ENGL 1102

   #### English 1102 Course Description

   ### English 1102 focuses on developing writing skills beyond the levels of proficiency required by ENGL 1101. Emphasizes interpretation and evaluation and advanced research methods.

   #### English 1102 Course Outcomes

   Upon completion of English 1102, students will be able to…

   1. Locate print and digital sources that represent multiple perspectives.
   2. Analyze sources by critically reading, annotating, engaging, comparing, and drawing implications.
   3. Practice working through the writing process, including brainstorming, drafting, peer review, revision, and publication.
   4. Compose a rhetorically-situated, researched text that enters an ongoing conversation, integrating relevant sources.

   #### Major Aligned Assignments

   1. **Research Review:** in this assignment type, students present key insights gathered from the research they have been conducting as they work towards developing their research project’s thesis. In producing a research review, students use databases and other university (and other) resources to find research materials; assess the quality of that research in relation to a larger, ongoing research project; and demonstrate appropriate academic documentation style.

   **Sample assignments include but are not limited to:**

   * Literature Review
   * Annotated Bibliography
   * Journal of notes/ note cards (submitted for review)
   1. **“First Look” Research-based Assignment:** students present their projects’ topic, preliminary research, tentative thesis and/or potential argumentative points at an intermediate stage of the research-project process for feedback from peers and/or the instructor.

   **Sample assignments include but are not limited to:**

   * Outline
   * Précis
   * Proposal
   * Rough Draft (submitted for a grade)
   1. **Research Project:** the research project represents the culmination of the recursive practices of the course.  Students will present a polished product of their work that illustrates the development of the project from the aforementioned stages. Consequently, the project should include a properly-documented, carefully-developed argument that makes use of research.

   **Sample assignments include but are not limited to:**

   * + Research Paper
     + Researched Essay
     + Multimedia Project
     + “Ted Talk”

   # APPENDIX 3: Links to Course Quality Checklists for this Project

   [KSU Course Quality Checklist for RCHSS Hybrid Courses and Synchronous Online Courses](https://radow.kennesaw.edu/ode/docs/checklists/KSU%20CQC%20Hybrid%20Courses.docx)

   [RCHSS Template Course Quality Checklist](https://radow.kennesaw.edu/ode/docs/checklists/KSU%20CQC%20Template%20Courses.docx)

   # APPENDIX 4: Certificates of Completion for the KSU ALG Training

   

    [↑](#endnote-ref-2)